THE TEACHING OF MODERN FOREIGN LANGUAGES

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THE TEACHING OF MODERN FOREIGN LANGUAGES

by

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PREFACE

This curriculum bulletin is the outgrowth of numerous requests from language teachers through the state for information regarding the methods and materials of modern foreign language teaching in the P. K. Yonge Laboratory School. The theory contained herein is an enlargement upon an address delivered by the writer in 1935, at Rollins College, Florida, before the Florida Chapter of the American Association of Teachers of Spanish and was begun at their request. The bulletin now includes additional sections covering materials and a suggested procedure for putting into practice the principles set forth in the theory. At the end, there is suggested a tentative three-year course for Florida high schools which is both possible and profitable.

The theory as outlined in this bulletin is advocated in principle by the recently published Foreign Language Course of Study for Florida High Schools.

The writer would appreciate careful and constructive criticism of the bulletin from modern foreign language teachers.

James Douglas Haygood

University of Florida
February, 1936

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INTRODUCTION

Modern foreign language teaching may be divided into three major phases, as follows:

1. That body of findings that have been arrived at by laboratory experimentation.

2. That body of materials, methods, and techniques of teaching that have been arrived at logically, supported by classroom practice and based primarily on experimentally determined facts.

3. That body of materials, methods, techniques, beliefs, and the like, that have been arrived at subjectively and based on everything from teaching experience to arm-chair guessing, and not necessarily founded on facts.

In like manner, the teachers of modern foreign languages may be divided into three major classes, as follows:

1. Those teachers who, like the modern physician, keep in close touch with the research in their field, selecting those facts and their implications that they feel will assist them most in their work and putting the others aside for future consideration when occasion demands. This type of teacher does not accept uncritically, but always considers the conditions of research under which the facts were ascertained and if the evidence is conclusive, regardless of his own personal beliefs, is willing and eager to accept them and to use them, or will at least give them a fair trial, if only to disprove their usefulness in his particular teaching situation.

2. Those teachers who, although sincere in their teaching efforts, nevertheless, when confronted with facts that happen to be contrary to their pre-established beliefs, arbitrarily reject such

facts and, as is frequently the case, do not hesitate to deny and ridicule them openly. This type of teacher is most dangerous to the profession, as his closed mind and rank conservatism are frequently accompanied by an open, aggressive, and unreasoning opposition to everything he cannot or will not understand or believe. If his opposition is at all commanding, his influence may retard modern foreign language teaching for years in his community.

3. Those teachers who know little or nothing about modern research and care less. This indifferent type of teacher, while discouraging to those who are vitally interested in the profession, is not such a menace in recent times, as the tendency is now to eliminate such teachers in favor of those who keep abreast of recent developments in language teaching research and who show significant results in their teaching.

In the following discussion let us assume the point of view of the first type of teacher investigating the first and second phases of modern foreign language teaching. From this point of view let us turn now to a discussion of modern foreign language teaching under four headings: first, the theory; second, the materials of instruction; third, a suggested procedure; and fourth, a suggested modern foreign language curriculum for Florida.

THE TEACHING OF MODERN FOREIGN LANGUAGES

1. THE THEORY

At the outset let us state boldly that foreign languages should not be taught for any inherent values per se; that is, we should not teach French, Spanish, German, or any other foreign language, ancient or modern, for the mere knowing[1] of these languages for their own sake, but

[1]A rather sharp distinction should be drawn between "knowing about" a language, i.e., mastery of its structure and syntax and of the rules for translating the language into English and vice versa, and "knowing" the language itself, i.e., the ability to read, write, or speak it as one does one's native tongue --without concentration upon either structure, form, or words.

for the benefits which may be derived from those few phases of the language that will likely play a part in the lives of the majority of students. For no phase of language which is unlikely to enrich the life of the student through its use can hardly justify a place in the secondary school curriculum.

Before we can consider those phases of modern foreign language teaching that are socially justifiable as objectives in the light of existing conditions, we must look into the modern language field and find out what is taking place in the majority of modern language classes in the United States as to enrollment, length of study, objectives and their attainment by traditional methods of teaching.

The most searching and reliable modern language investigation ever conducted is that recently completed by the American and Canadian Committees of the Modern Language Study, sponsored by the Carnegie Corporation and covering seven years of laboratory and statistical study. It is the first attempt to establish facts as evidence in answering the commonly asked question, "What is the trouble with modern foreign lang-

uage teaching in the United States, and how may conditions therein be remedied?"

These committees have published, up to date, eighteen volumes, the principal volume for our purposes being a comprehensive report of the committees' findings, commonly spoken of as the Coleman Report.[2]

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[2] Coleman, Algernon, The Teaching of Modern Foreign Languages in the United States, "Publications of the American and Canadian Committees on Modern Languages, "Vol. XII, (The Macmillan Co., 1930).

It is difficult to summarize such a detailed report as Coleman has submitted, but the general "findings" for our purposes are, in brief, as follows:

1. Of every 100 students who enroll in modern foreign language classes in the United States, only 17 reach the third year. In other words the great majority of them have only two years of foreign language work.

2. The majority of language teachers throughout the United States acknowledge the inability of most pupils to acquire a fair speaking or writing knowledge of a modern language in two years of classroom work.

3. The great number of objectives set up in most schools; namely, reading, writing, speaking, grammar, pronunciation, translation, etc., precludes the mastery of any one of them -- hence the "smattering knowledge" or "getting by" of the majority of the class, with no permanent acquisition of any aspect of the language, except a too frequent aversion therefor.

4. It is, furthermore, not unlikely that the complaint of teachers that a large proportion of their students lack "linguistic ability" is to be explained in part, not by incompetence on the part of either teacher or pupil, but by the failure of the teacher to limit his aims to the kind and amount of abilities and understandings that can be acquired in the time allotted to modern languages in the programs of most secondary school students.

Let us now consider the following phases of modern foreign language teaching and examine them critically to ascertain if they are socially justifiable in the light of the above findings and psychologically sound as tested by laboratory experimentation: speaking, writing, grammar, reading, pronunciation, aural comprehension, and a knowledge of

the foreign country and of its people.

SPEAKING: While the ability to speak a foreign language may be a desirable accomplishment for some students and quite necessary at advanced levels of education, it is not an essential achievement for living in the average American community. We are not neighbors to any French-speaking countries except a part of Canada, and even if we were, the insufficiency of the customary two-year high school course for acquiring speaking ability, except in rare instances, is borne out by the Committees' findings.

Consequently, the ability to speak French should be abandoned as a major objective of the first two years, with the exception of the oral control gained by such classroom practice as is useful for skill in pronunciation, for improving aural understanding where such is an objective, and for stimulating class interest. In his own classes, the writer has limited oral practice to the reading aloud of the vocabulary sheets (explained in Parts II and III) and of portions of the text and to the use of a minimum of classroom expressions. As for those few students who will eventually visit France or use the language orally under other conditions, the writer has found that speaking ability can be more easily acquired at a higher level, after the reading adaptation has been achieved, and after the student has reached a maturity where he is structure-conscious in his mother tongue and has acquired a French vocabulary and pronunciation on which he can draw. We are here concerned with the vast majority of students who will NOT be so fortunate and whose two years of high school language will likely be their only foreign language contact.

The same is true for other modern foreign languages except for German in certain sections of the Middle West.

With regard to Spanish, with the exception of Ybor City,

Key West, and a few other towns in Florida, California, and along the Mexican border which have a considerable number of Spanish-speaking persons in or near them, we must not be misled by the fact that we have next-door neighbors who speak Spanish. For the majority of Spanish students in Florida who will not pursue their studies beyond the senior high school level, those Spanish-speaking countries such as Cuba, Mexico and the republics of Central and South America might just as well be situated on the other side of the Pacific Ocean as far as "speaking" contacts are concerned. In spite of this, however, we must admit more justification in Florida than in most other states for beginning oral practice in Spanish at a slightly earlier level than in French due to the extra motivation toward three and four years of study provided by our geographical and economic nearness to Cuba, Mexico, Central and South America.

WRITING: Writing in a foreign language, like speaking, makes no essential contribution to life in our American environment. Furthermore, we have no reason to believe that the great amount of specific practice in writing which is essential for attaining this objective contributes to reading ability in proportion to the time and effort expended. Therefore, writing should likewise be abandoned as a major objective of the first two years of study.

GRAMMAR: With regard to grammar, only the most conservative language teachers still cling to the fallacy that a "solid foundation in formal grammar" will somehow miraculously "transfer" over into alert reading ability. On the contrary, it is being more and more recognized that training in formal grammar contributes much less to the ability to read with understanding than was formerly supposed.[3] By reading, as we shall

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[3] Buswell, G. T., A Laboratory Study of the Reading of Modern Foreign Languages, "Publications of the American and Canadian Committees on Modern Languages." Vol. II, (The Macmillan Co., 1927).

see below, we do not mean the process of transverbalization or even the ability to translate into good, grammatical English sentences, but rather the ability to look beyond the printed page to the meaning contained therein, grasping that meaning from the printed work almost unconsciously, without recourse to one's native tongue.

It appears obvious, even without the statements of psychologists, that one must learn to read by reading and not by performing some other type of mental gymnastics; furthermore, formal grammatical rulo learning, however useful a type of mental exercise it may be, has been proven by Buswell to be an inhibiting factor and a hinderance rather than an aid to direct reading comprehension, since it tends to focus the attention of the reader on the printed discourse rather than on the meaning beyond.[4]

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[4]Buswell, G. T., op. cit.

A functional knowledge of grammar, then, (ecept familiarity with the few inflections that radically affect meaning and with the essential principles of word order and the like) which is necessary only for those objectives which have been made secondary for the first two years, has also been definitely ruled out as an aim at this stage. We should be constantly on our guard lest this grammatical wolf show up under the sheep's clothing of "necessary forms, isolated vocabulary items, a few fundamental relationships," or of any other subject matter which tends to focus the student's consciousness upon the structure of the printed words rather than upon their meaning.

READING: There is one major objective of the first two years on which the Committees found all foreign language teachers in agreement, and that is the ability to read the language.

The ability to read French rapidly and with comprehension has an acknowledged value in our American environment, as most libraries contain numerous volumes of the works of Molière, Racine, Victor Hugo, Balzac, Zola, de Maupassant and of others in the long list of writers of one of the world's great literatures, the French. An almost unlimited number of excellent novels, stories, plays, poems and books on scientific and philosophic subjects, written in French, thus become available to those who have acquired the ability to read French rapidly and with comprehension.

Also, the great novels, poems, plays and other works of such Spanish authors as Cervantes, Lope de Vega, Ibáñez, and of a host of others, are available to those who have acquired proficiency in reading Spanish. The same situation is true in German and in other modern languages.

We must not forget, too, that reading is the phase of language that can best be exercised with pleasure and improved in isolation. Speaking, writing, and other phases of language imply a second person, usually lacking in one's ordinary experiences in America. Reading, however, implies only a friendly book, available at all times. Michael West says, "By giving priority to reading, we reduce by three quarters the beginner's difficulties; and thus we reduce also by three quarters his liability to make mistakes...and so the boy who leaves school even after only two years, can read sufficiently well...to be able to read to himself afterwards, and so...by his own unaided efforts, he can go on improving himself. And he has got at least something of that linguistic achievement which...is of greatest use to him."[5] Reading has therefore been retained

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[5] West, Michael, Billingualism, Occasional Reports No. 13, Calcutta, Bureau of Education, India. (Government of India Central Publication Branch, 1926).

as a primary objective of the first two years, and its importance has been enormously increased.

The definitions of reading on the part of language teachers, however, range all the way from the traditional "word-for-word, literal translation into English," to the mere "skimming" of the text to find the answer to one or two prepared questions.

In the recommendations of the Committees of the Modern Language Study, mentioned above, we find reading ability defined as the attainment of the power to read the language in question as one reads one's native tongue, not by mental translation, but by direct and immediate comprehension. Translation, which is not reading at all, was found by Buswell to be a hindrance to direct comprehension of the foreign language in that it does not produce desirable reading habits.[6]

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[6]Buswell, G. T., op. cit., pp. 71-78. "When the objective of teaching a foreign language is ability to read, a perfectly clear-cut choice of method is possible. The Direct Method produces desirable reading habits; the Translation Method does not. This seems to be equally true regardless of the type of language -- as applicable to Latin as to French."

Yet translation is the common practice in most foreign language classes, and sometimes is the ultimate objective.

Now the chief obstacle between the student of a foreign language and the meaning of the printed page is vocabulary and not grammar, and much useless "dictionary-grubbing" or "vocabulary-thumbing" is spent on words that the student may not meet again for years. Due to the efforts of the Committees of the Modern Language Study, we now have vocabulary and idiom counts which have transformed the subjective judgment of the past into a work of mathematical accuracy in establishing the importance of words and idioms on the basis of their range and frequency of use.[7]

[7] Vander Beke, G. E., A French Word Book, "Publications of the American and Canadian Committees on Modern Languages," Vol. 15, (The Macmillan Co., 1930). This word book lists 6,067 French words in the order of their range and frequency, i.e., the number of different sources (out of 85 examined) in which each word was found, and the number of times it occurred. Thus, a scientific criterion of importance based on actual usage has been established. This principle has been followed in establishing a French idiom count and syntax count. Similar studies are available in Spanish and in German. Those in English have been in use for years.

By concentrating early study on the recognition of a limited number of the commonest words,[8] the learner will gradually reach the stage where more

[8] Haygood, J. Douglas, "The Amount and Composition of a Minimum Essential French Reading Vocabulary," Modern Language Journal, XVIII, No. 3, pp. 177-189. (December, 1933).

and more difficult sentences and paragraphs will give up their meaning without the intervention of the native tongue. At this stage, genuine reading has begun.

Michael West has shown how important it is that "the pupils should at the earliest possible moment derive pleasure and a sense of power from the study of a foreign language."[9] The Committees mentioned above have also given cogent and proven reasons for the recommendation

[9] West, Michael, op. cit.

of a "transfer of emphasis from grammar to reading."

The claim by certain critics that extensive reading fosters inaccuracy and will never engender reading ability beyond mere "skimming" has been refuted in actual practice. It is interesting and significant to learn that the beginning French classes in the Junior College of the University of Chicago begin at once to read the language and read approximately three thousand (3,000) pages of French their first year, and are, in addition, required to pass quite searching and

comprehensive tests on the material read.[10] This would obviously be im-

[10] Bond, Otto F., "Junior College Work in Modern Foreign Languages," The Junior College Curricoulum, (The University of Chicago Press, 1929).

possible without a high degree of accuracy in understanding functional relationships and in recognition of vocabulary and idioms. There is no doubt, then, but that students should begin at once to read material in the foreign language, of the type that would ordinarily be read in English by high school students. Such material should be carefully prepared to begin quite simply and increase in difficulty from chapter to chapter with its vocabulary carefully selected from standard vocabulary and idiom lists, and with new words introduced slowly and repeated at regular intervals to insure mastery through usuage.

PRONUNCIATION: Since a good pronunciation of the foreign tongue can be more easily acquired in the earlier years of study, and since all reading, even the most rapid, silent sort, is accompanied by a kind of "silent" vocalization, or "inner speech," a good pronunciation of the foreign tongue should also be retained as a primary objective of the first two years. A good pronunciation is absolutely necessary for speaking if this later becomes a major objective. Thus the ability to read French, Spanish, German, etc., aloud in such a manner that one is easily understood by anyone familiar with these spoken languages, should be retained as a primary objective of the first two years.

AURAL COMPREHENSION: Aural comprehension, that is the ability to understand spoken French, Spanish, German, etc., of average difficulty, should be retained as a major objective of the first two years, only in the case of exceptionally bright groups, as this ability can rarely be acquired to any practicable degree by the average student during the normal class procedure without a degree of specific practice far out of keeping with the results obtained. The ability is, none the less

socially justifiable when it does not require a disproportionate amount of time and effort, as it is becoming more and more of an asset in this day of news-reels and short-wave radios where one can listen in but not answer back. Besides this, good aural comprehension is one-half of a conversation and is an important factor in learning to speak. For the average student, however, it should be abandoned as a major objective because of the time element and difficulty of attainment in the normal classroom situation.

KNOWLEDGE OF THE FOREIGN COUNTRY AND OF ITS PEOPLE: It is hardly possible that the mere reading of the texts ordinarily used in the two-year high school course, or even of those texts recommended in Part II hereof, can can be expected to provide the information about the foreign country and its people, the interpretation of its institutions past and present, and the enlightenment in regard to the character of its people and of their way of living that students need in order to attain this cultural objective.

It is difficult to say specifically how teachers may effect the attainment, to a large degree, of this last objective, due to the difference in preparedness, in knowledge gained from reading, in travel experiences abroad, in materials and realia, and in many other personal variables on the part of the teacher. The writer has, however, found it practicable to devote one class period a week from about the beginning of the second semester until the available materials "play out" to talks on the foreign country accompanied, if possible, by the showing of slides,[11]

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[11]Colored glass slides showing many interesting views of Paris, Berlin, and Madrid, and of scenes at large in France, Germany, and Spain, can be secured free of charge through the General Extension Division, University of Florida, Gainesville, Florida, by paying the transportation charges on the slides. They will furnish a catalog of available slides upon request.

snapshots or photographs, picture post-cards, etc., and to talks by the students themselves, on intersting topics relating to the foreign country. If the teacher's talks can be given at least partly in the foreign tongue, they will be of great value in acquiring aural comprehension of sustained discourse, where this is an objective. But there is always the danger of killing pupil interest in the cultural aspect of the hour if it develops into a mere drill in aural comprehension. This is, it is true, a compromise with the recent invasion of the social sciences into the modern foreign language field, but one with which the writer is in accord.[12]

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[12]For several well-organized units dealing with interesting features of French and Spanish social culture, such as the theatre, family life, schools, special holidays and celebrations, etc., the writer recommends Teacher's Guide, Junior and Senior High School Units, FRENCH AND SPANISH, Grades 8, 9, 10, 11, for Duval County Schools, written by Jacksonville teachers under the supervision of Mrs. Leonie Seabrook Eccles, City Director of Modern Foreign Languages.

THE DIRECT READING METHOD: The logical result of the findings of the Committees, both as to the average modern language classroom situation and as to the psychological soundness of the various language objectives and procedures examined, must be a distinct reaction in both theory and method against the traditional "grammar-translation-oral" approach in favor of a silent reading approach, the latter being socially justifiable in itself and psychologically approved as the best approach to later oral and written control of the language. The name Direct Reading Method has become attached to the reading approach, the materials and teaching procedures of which we shall examine in Parts II and III.

The Direct Reading Method differs from the Direct Method not in its ultimate objective -- both aim at the complete mastery of the language -- but in the order in which the attainment of the abilities of reading, writing, speaking, etc., is sought. The Direct Method tries

to secure parallel progress in all these abilities with the result that the students who drop out of the course at the end of two years (at least 83 per cent, according to statistics in the United States) have little to show for their pains.

The Direct Reading Method teaches the student to read silently, to pronounce what has just been read, with acceptable accuracy, and, in exceptional cases, to understand it when read aloud, it being certain that in this way only can a pupil obtain the foreign atmosphere and ear for language that must be the basis of later speaking and writing. Dictation, (to be used only where aural comprehension is a major objective) if carefully watched so as not to assume too large a place in the class hour, assists greatly in discriminating sounds, in associating the aural with the visual, in spelling, in learning functional relationships, and in laying a solid foundation for later speaking and writing ability, if such is pursued.

MOTIVATION: Motivation in the traditional grammar approach is largely a matter of coercion, either under the explicit form of punishment for failure to memorize rules and forms or under the more subtle form of rewards in the way of grades.

In the practices of the better schools, motivation in the social subjects is provided by means of the unit. That is, some creative project, usually one of construction, research, or problem solving, is undertaken by the pupils, and the subject matter is mastered by the pupils in order to complete the project.

However, there are certain types of activities -- among them notably golf, typing, and reading a foreign language -- that require neither coercion nor the unit type of project for their motivation. As a matter of fact, these activities are themselves projects of a most interesting sort, and are thus self-motivating. For example, the be-

ginning golfer's joy knows no bounds when he breaks 100; the amateur typist is thrilled as he sees one word after another appearing on the paper in response to his own unassisted efforts; and in the same way, when the beginning language student, taught by the Direct Reading Method, feels his eyes skimming across the pages of the first few chapters of the specially prepared and simplified foreign language text, frequently at the rate at which he normally reads English, and when he realizes that he is actually understanding what is taking place in the chapter without having to stop and dig out a labored translation, he experiences a sense of pleasure that is the strongest language motivation of which the writer has knowledge.

It is unnecessary then, in the writer's opinion, to start a beginning class on a unit on French life or on some other social science type of unit, in order to stimulate interest in the language itself. If the language is taught correctly, the sense of power gained by the students will provide ample motivation for continued study until mastery has taken place. If this view of motivation is followed and if the student is allowed to begin at once to read the foreign language, it is no time at all until the pupil is begging for more and more reading material. The writer has never found this situation generally true in classes where translation was the only reading done.

Let us remember, too, that there is only one unit in reading a language -- and that is reading it. There are several levels of reading, and achievement at one level is a constant motivation for acquiring skill at the next higher level. (The word, "level," as used here is, of course, purely an abstraction, used merely to indicate a gradual increase in the complexity of the reading matter.)

SUMMARY

In summarizing this discussion of socially justifiable objectives in modern foreign language teaching, we may set down the following as major objectives of the first two years of study at the high school level:

PROGRESSIVE DEVELOPMENT:

1. Of the ability to read silently for pleasure and comprehension books, magazines, and newspapers in the modern language within the scope of the student's interests. At least 500 pages (exclusive of all pictures, notes, etc.) of simple, graded material in the foreign language should be read the first year and 1,000 pages the second year.

2. Of such recognition of the functional relationships of the language as is demonstrated to be necessary for reading rapidly and silently with comprehension. (We need much research along this line.)

3. Of the ability to pronounce the language correctly.

4. Of the ability to understand the language when spoken at the level of the reading gradient. (For the better students only).

5. Of a knowledge of the foreign country, past and present, and of a special interest in the life and characteristics of its people.

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Speaking and writing are abandoned as major objectives where two years of study only are offered. If the third year is offered, then speaking and writing are postponed as major objectives until the third or fourth semester.

Only such grammar should be introduced as has been found to be indispensible for reading purposes, and even then, it should be treated functionally only.

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Forward looking teachers will see in this theory an attempt to weed out those unsuccessful aspects of modern foreign language teaching over which the classroom teacher has control, and a sincere effort to give students at least one permanent foreign language acquisition, namely, reading, and more than one if such can be successfully done in the time allotted.

II. MATERIALS OF INSTRUCTION

We have thus far attempted to formulate a socially justifiable theory for the teaching of modern foreign languages. The usual reaction on the part of teachers to whom this theory is new is: "It sounds good, but it must take a specially trained teacher to put it into practice!" The surprising fact is that many teachers without special training have applied the theory with success. The Direct Reading Method based on the theory elaborated in the previous section, has proved very helpful to the teacher who possesses slight functional control of the language and who has, in the past, been forced to follow slavishly the state adopted grammar texts. How much greater a boon it has proved to those teachers who have had thorough training in the oral and written use of the language!

The secret of the success of those teachers who have adopted the Direct Reading Method lies not so much in a long period of intensive teacher training, but principally in the teaching materials available for use. For with the proper materials, reading ability can be acquired without a teacher.

In considering, therefore, the proper materials for classroom use, let us remember that it is upon the type of printed materials available that the successful teaching of reading largely depends. Let us, then, consider first of all the books now on the market or soon to be published which have been specially prepared for developing the reading adaptation.

BOOKS

Unfortunately, our state adopted foreign language texts are based on the "grammar-translation" method which came into practice during the Renaissance in the attempts of the Humanists to insist upon Ciceronian standards of elegance. In the writer's opinion, the books

not only are unsuited to the acquisition of reading ability but actually inhibit it, and the complaint on the part of modern foreign language teachers that they can not teach reading if they are restricted to the daily use of these state adopted texts is only too true. This restriction, however, is not at all necessary, as the State Department of Education in its recent foreign language course of study not only permits but encourages the use of supplementary reading materials in the classroom, even going to the extent of recommending the same series of books recommended below.[13]

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[13] Foreign Language Course of Study for Florida High Schools, Volume II, Part V, Grades VII-XII. (Rose Printing Company, Tallahassee, Florida, 1935).

On page 39, it is stated for French: "The state adopted text for the first year is Grosjean, The New Chardenal, Allyn and Bacon, (1929). Teachers will be free to select supplementary readers from the number of new ones designed to facilitate the acquisition of the reading ability. (See page 82)."

On page 63, it is stated for Spanish: "Castillo and Sparkman, Primeras Lecturas Españolas...are easy readers in which extensive reading may be begun early."

One of the best series of foreign language textbooks of which the writer has knowledge for beginning classes is the Heath-Chicago Language Series (French, Spanish, German, and Italian). This is the series used at present in the writer's classes. There are, however, a few new series now in the press, to be available before next fall, which should equal or even surpass some of the books recommended below. These new series will be treated at the end of the recommended bibliography below.

We now list the books in each language which seem to offer the material best prepared for developing reading ability in foreign languages of the high school level:

FRENCH:

(Heath-Chicago French Series, published by D. C. Heath & Co.,)

1. Basic French, Cochran, Eddy and Redfield -- The three basic books in the Heath-Chicago French Series, Beginning French, Si Nous Lisions, and Pierrille have recently been combined into a single volume under the title of Basic French. This book is now available and sells for $1.88 (less teacher's discount), thus effecting a substantial saving in the cost price of the basic series. The three sections of Basic French are explained below:

a. Avant de Lire -- Each chapter of the two readers, Si Nous Lisions and Pierrille, is preceded by a short section entitled Avant de Lire, in which are explained the verb forms and the grammatical principles essential for reading the chapter to follow. These sections correspond to the different chapters of Beginning French, but approach the treatment of essential word order, forms and usage from a recognition standpoint only and thus are a decided improvement over the more analytical and unnecessary treatment of grammar found in Beginning French. Avant de Lire is a distinct reaction against formal grammar in favor of a more passive recognition of functional principles and relationships that affect reading.

In the first few sections of Avant de Lire are also found explanations of pronunciation, with the usual exercises for oral practice. For those teachers who desire it, provision is made for practice in speaking and hearing the language, in the model Conversations. Since the reading material, however, does not draw upon these exercises for either vocabulary or idiom, they may be used at the discretion of the teacher.

b. Si Nous Lisions -- (118 pp. of actual text, exclusive of pictures, notes, etc.) -- This is a first reader for beginning students. It contains interesting, connected stories carefully written so that words and idioms of the highest frequency only are introduced a few at a time and repeated at frequent enough intervals to be mastered through reading. This section of Basic French is a vocabulary builder and aims at the reading mastery of 850 of the words, and of a proportionate number of the idioms, most frequently met in reading.[14]

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[14]Hereinafter, in speaking of the "850 word level" or the "1,000 word level," etc., reference is made to the first 850 or 1,000, etc., items of the Vander Beke French Word Book, the Buchanan Graded Spanish Word Book, or the Morgan German Frequency Word Book.

Each new word is shown in the margin, opposite the line in which it first appears.

c. Pierrille (131 pp. of actual text, exclusive of pictures, notes, etc.) -- Entering the second semester with a reading recognition of 850 words and of a proportionate number of idioms, this story by Claretie is designed to build the reading vocabulary up to 1,595 words. The same principles used in Si Nous Lisions are followed in Pierrille as to vocabulary and idiom gradients. In this section, the imperfect, the past absolute, or "simple past," and

other important tenses are introduced into the reading after having been explained in Avant de Lire.

In addition to the two readers and the section on functional grammar for reading, Basic French also contains several favorite French songs, together with an excellent bibliography of readings in English on the phases of France and French life touched on in each chapter.

This book constitutes the basic first year's work for those schools which are unable to furnish the additional plateau readers described below.

2. Sans Famille, Mead, Cochran and Eddy (100 pp. of actual text, exclusive of pictures, notes, etc.) -- This is Hector Malot's charming story of Nobody's Boy, carefully edited and written in the present and perfect tenses, and containing only 357 different words and 41 idioms, all of which have been previously mastered in Si Nous Lisions (Basic French). It is thus a supplementary, or as hereinafter termed, a plateau reader, containing no unknown words and designed to give further practice in recognition in a new context of words and expressions already learned, to further insure rapid reading in the foreign language without the intervention of English, and to give the student a further sense of accomplishment and power in the foreign tongue. It is designed to be read after Chapter 10 of Si Nous Lisions. Many of the writer's students have read this book in a short time with an ease, they say, almost comparable to that with which they read English.

3. L'Abbé Constantin, Pollard, Cochran and Eddy (100 pp. of actual text, exclusive of pictures, notes, etc.) -- This delightful story of Halevy has been re-written in the present and perfect tenses as a plateau reader containing no new words, and is designed to be read at the end of Si Nous Lisions, thus affording further practice in rapid, silent, and uninterrupted reading, using only the vocabulary previously mastered.

The writer has found that these two plateau readers, plus Si Nous Lisions can be covered during the first semester, or, in the case of slow groups, during the first five and one-half months, provided the teacher will consistently refrain from wasting classroom time in detailed discussions of grammatical points that are unnecessary for reading purposes.

4. Le Petit Roi d'Ys, West (110 pp. of actual text, exclusive of pictures, notes, etc.) -- This is especially recommended as a plateau reader after the sixth or seventh chapter of Pierrillo, (Basic French) or at about the 1,000 word level. It is an exciting adventure story of the Jules Verne type, describing a search along the ocean bed for a sunken city.[15]

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[15]The above books, furnishing 569 pages of actual text, exclusive of pictures, notes, exercises, etc., furnish the material for the first nine months of work in the writer's beginning French classes.

5. Les Oberlé, Haygood -- This is a plateau reader, edited by the writer, to be read just about the end of Pierrille. It has been edited down to the 1,500 word level and furnishes interesting outside reading material for the beginning of the third semester. It is a romantic and timely story based on opposed love and patriotism that divided the Oberlé family in the struggle between France and Germany for Alsace-Lorraine after the Franco-Prussian War.

6. Le Petit Chose, Limper -- Daudet's partially autobiographical novel has been edited to the 1,500 word level to follow Pierrille as a plateau reader. It contains no new words beyond those learned in Pierrille.

7. Madame Thérèse, Williams, Cochran and Eddy -- This stirring story of the French Revolution finds its place here as a plateau reader following Les Oberlé or Le Petit Chose. It contains only a few words beyond those learned in Pierrille.

8. Les Trois Mousquetaires, Struble and Eddy -- Like Pierrille, this is a vocabulary builder up to the 2,500 word level and should be used for class reading at the beginning of the third semester. It is a simplified edition of Dumas' popular story of the hero, d'Artagnan, and has proved quite popular in the writer's classes.

9. Perrine, Seibert -- This charming story, adapted from En Famille, is the "sister novel" of Sans Famille and is better known in English under the title, Nobody's Girl. It is a plateau reader containing a minimum of new words and idioms and is designed for rapid reading after Les Trois Mousquetaires, or at the 2,500 word level.

(Published by D. C. Heath and Company)

1. Heath Graded French Readings, Coleman -- This attractively printed and illustrated book contains 529 pages, including pictures, notes, etc., and is designed to provide first-year classes with an amount of interesting and relatively easy matter sufficient to give them a taste of what it really means to read French. The material has been very carefully selected, graded, and edited by Algernon Coleman, of the American and Canadian Committees of the Modern Language Study, and contains an interesting sketch of the history of France, three episodes adapted from Hugo's famous masterpiece, Les Misérables, and three other well chosen works of fiction, Sans Famille, La Mare au Diable, and Mon Oncle et Mon Curé.

(Published by D. C. Heath and Company)

1. La France, Hills and Dondo (205 pp. of text including splendid illustrations) -- This unheralded book is one of the easiest readers and contains the most readable material on the history and civilization of France that the writer has yet examined. Except for the use of the imperfect tense, it should be read without difficulty after Si Nous Lisions. It should easily follow chapter 5 of Pierrille as outside supplementary reading material. The first few chapters may be begun much earlier.

(Published by Henry Holt and Company)

1. A New French Reader, Ford and Hicks — This is an excellent book containing fourteen interesting and well known stories and should be easily read after Le Petit Roi d'Ys. With its special exercises which are based on the text and which stress cognates, with its somewhat limited basic vocabulary, and with its change of characters, place, and plot with each chapter, the writer has found it a good book for broadening vocabulary recognition in varied contexts.

2. Colomba, Ford and Hicks — This is claimed to be a vocabulary builder from the 500 to the 1,000 word level, but at such a gradient that the writer advises its use for rapid reading only after Pierrille.

(Published by F. S. Crofts & Company, Inc.)

1. A French Reader for Beginners, Pumpelly — This book provides first year students with forty chapters of interesting and varied supplementary reading material, including short stories, poems, and songs, and several selections describing French life, history and literature. It should be easily read after chapters 6 or 7 of Pierrille. The first few chapters may be begun much earlier.

(Published by Harcourt, Brace and Company)

1. Aventures par la Lecture, Bovée — This book contains some excellent supplementary reading material, well written as to French style and based on the Vander Beke French Word Book, with additional recognition helps through the aid of prefixes, suffixes, etc. Among the contents are found five short stories, Les Pêches, Boum-Boum, Nicette, Le Billet de Loterie, and La Partie de Poker, a one-act play, L'Eté de la Saint-Martin, several short articles on French civilization, a novel, L'Abbé Constantin, and the well-known four act comedy, Le Voyage de M. Perrichon, as well as many other articles, songs, and stories. Unfortunately, no systematic technique for the acquisition of vocabulary is provided, but the vocabulary is so carefully selected that the book should prove valuable for outside supplementary reading after Pierrillo.

SPANISH:

(Heath-Chicago Spanish Series, published by D. C. Heath and Co.)

1. Beginning Spanish, Castillo and Sparkman -- This book is similar in purpose and design to Beginning French. It acts as a guide and introduces the grammatical principles to be met in corresponding chapters of the accompanying Spanish reader (Primeras Lecturas Españolas). Although the best basic book in Spanish on the market at the present time, of which the writer has knowledge, it nevertheless leans heavily on the traditional formal grammar approach and must be carefully pruned by a discriminating teacher in order not to inhibit the very results which it is intended to produce.

2. Primeras Lecturas Españolas, Castillo and Sparkman -- This is a vocabulary builder for beginning students of Spanish and is correlated with Beginning Spanish, chapter by chapter. In content, it is of a slightly more mature level and possibly more interesting to older students than its French equivalent, Si Nous Lisions. The writer's principal criticism of it is the fact that new words and idioms are introduced into the reading at too rapid a rate and that the functional grammar gradient is too steep. In the brief space of 125 pages almost every grammatical construction in Spanish, including the most subtle uses of the subjunctive, has been introduced, with little opportunity for practice in their recognition through extensive repetition in reading. The book, unfortunately, has no plateau readers designed to accompany it to give practice in recognizing vocabulary and the more complex syntactical constructions. (See Forthcoming Publications, p 27 of this bulletin.) However, for beginning students, it surpasses any other Spanish reader with which the writer is acquainted, and can be successfully used if it is allowed to furnish the major portion of a year's work, instead of a semester's work, as it was used by the writer last year.

3. La Nela, Castillo and Sparkman -- This book has been specially edited to follow Primeras Lecturas Españolas. It is a vocabulary builder for several chapters and then develops into a plateau reader as the story progresses. It is a simplified adaptation of Galdos' Marianela.

4. España en América, Castillo and Sparkman -- This is an excellent plateau reader treating of the influence of Spain in Central and South America. It is designed to be read after about Chapter 9 or 10 of La Nela.

(Published by Henry Holt and Company)

1. A New Spanish Reader, Ford and Cano -- Corresponding to A New French Reader, but much more difficult, this excellent book contains many of the best known Spanish short stories and should be easily read after España en América.

(The Plateau Series, published by Houghton Mifflin Company)

1. Aventuras de Don Quijots, Alpern and Martel -- This book has been edited f: direct reading and should be easily read after España en América, and especially so after Ford and Cano's A New Spanish Reader. Like Les Trois Mousquetaires in French, this book has proved popular with high school students.

GERMAN:

(Heath-Chicago German Series, published by D. C. Heath and Co.)

1. Deutsch für Anfänger, Hagboldt and Kaufmann-- This book is designed to present the grammatical principles which the authors deem necessary for reading purposes. However, like the basic texts, Beginning French and Beginning Spanish, this book was written at a time when little classroom experimentation had been done and thus, like these texts, it leans heavily on the formal grammar approach, with detailed explanations of many grammatical constructions and forms unnecessary, in the writer's opinion, for reading purposes. Some very interesting reading material has been interpolated to illustrate the grammar, but the approach is distinctly "active." Professor Hagboldt has recently published his Graded German Readers, described below, in which he has profited by recent experimentation and has provided much interesting, graded reading material for beginning German classes and in which no mention is made of the functional grammar involved. Direct reading can be achieved from these readers alone with the aid of a minimum of recognition drill. If the basic text is used, however, it should be pruned by a discriminating teacher.

2. Lesebuch für Anfänger, Hagboldt and Kaufmann -- This is a reader designed to accompany Deutsch für Anfänger, and correlated with it, chapter by chapter. It contains many new words beyond those introduced in the basic text, and the reading content is of a highly interesting nature. Much drill on cognate recognition is provided for. It is designed to build vocabulary recognition up to 1,400 words, which, together with the 400 words introduced in Deutsch für Anfänger, provides for a vocabulary recognition of 1,800 words.

(Graded German Readers, published by D. C. Heath and Company)

This is one of the finest vocabulary building series the writer has seen. The material is inherently interesting and is so carefully written that the student is hardly conscious of the constant increase in vocabulary and idioms and in structural complexity. This series of fifteen small booklets, selling for $.20 each, systematically develops a carefully chosen fundamental vocabulary, shown by frequency counts to be basic for all general reading in German. It is unfortunate, however, that no plateau readers are provided to give practice in recognizing this newly acquired vocabulary and to develop fluency in reading German rapidly and silently for comprehension only.

Books One to Five are on the elementary level, based on a background of German folk ways, and employ 875 basic words and 147 basic idioms, with the difficulty increasing imperceptibly in the scope of 200 pages. Books Six to Ten are on the intermediate level and bring the total up to 1,375 words and 273 idioms. Books Eleven to Fifteen (not yet off the press) will be on a more advanced level.

Each reader is equipped with comprehension and word-building exercises. New words and idioms are repeated at least three times in different contexts immediately after their first occurrence and they are also explained in footnotes as they occur.

Eleven of the fifteen Readers in the series are now available as listed below:

0. Word Book for Graded German Readers, 1-10, Hagboldt and Morgan -- This vocabulary lexicon lists all the words and idioms used in the first ten books of the series, showing the number of the book in which each different meaning first occurred. It is thus of great assistance in checking quickly any vocabulary item used in previous books of the series.

1. Allerlei, Hagboldt (63 pp.) -- This is the only one of the Readers to use the roman type. It contains interesting, objective material and introduces 500 common words, 100 or more of which are full or partial cognates, and 30 idioms. It is written almost entirely in the present tense.

2. Fabeln, Hagboldt (63 pp.) -- Thirty familiar fables and a few riddles are here retold chiefly in the present tense, adding 150 new words and 38 idioms to those in Allerlei. This and the following books are in a new German type notable for its legibility.

3. Anekdoten und Erzählungen, Hagboldt (63 pp.) -- This book of amusing anecdotes and stories, typically German in content and spirit, introduces the past tense, and sparingly, past participles, adding 95 words and 28 idioms to those used in the two books above.

4. Eulenspiegel and Münchhausen, Hagboldt (63 pp.) -- This little book gives the extravagant adventures of two widely known figures in German literature, Till Eulenspiegel and the well known Baron Munchhausen. The principal parts of the most common verbs are used herein and 80 words and 21 idioms are added to those used in the three previous books.

5. Fünf berühmte Märchen, Hagboldt (62 pp.) -- This book presents five well known fairy tales, including Hansel und Gretel and Dornroschen (The Sleeping Beauty). These typical fairy tales from Grimm and Andersen supply 50 words and 30 idioms, making the total for the five books 875 words and 147 idioms. The difficulties in construction have increased so slowly from the first to the fifth book as to be almost imperceptible.

6. Fortunatus, Purin (63 pp.) -- This always interesting bit of German folklore adds 101 words and 26 idioms to those of the first five readers on the elementary level. This and the two following books om-

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ploy compound tenses of weak and strong verbs, also of modal auxiliaries. Other elements stressed are irregular weak verbs, relative pronouns, separable and inseparable verbs, frequent prefixes and suffixes, and dependent word order. No attempt is made, however, to call attention to these principles themselves.

7. Das Peterle von Nürnberg, Morgan (62 pp.) -- This story of old Nuremberg adds 126 new words and 28 idioms to those already learned. Here begins the use of constructions with the subjunctive and with the passive voice (with meanings only explained in a footnote on their first occurrence).

8. Das geheimnisvolle Dorf, Hinz (63 pp.) -- This adaptation of Germelshausen, with its charming re-creation of the Germany of hundreds of years ago, brings 70 words and 26 idioms to the number already used.

9. Das Abenteuer der Neujahrsnacht, Hagboldt (63 pp.) -- The story of the night-watchman and the prince who change places loses nothing in plot or spirit by its simplification. It adds to the previous vocabulary of the series 90 words and 24 idioms.

10. Ein Sommer in Deutschland, Leopold (62 pp.) -- This is a brief, simplified version of the author's Reise durch Deutschland, describing the travels of two Americans through German cities and the countryside with incidental realia referring to German life and civilization. It adds 105 new words and 21 idioms to the previous vocabulary, bringing the total of the ten books to 1,375 words and 273 idioms.

11. Land und Leute, Hagboldt (48 pp.) -- This book offers brief descriptions of salient features of the German landscape and certain phases of German life. The 153 new words and five idioms bring the total for the series thus far to 1,528 words and 278 idioms.[16]

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[16]The remaining books of the series have not yet been published.

(Published by D. C. Heath and Company)

1. Reise durch Deutschland, Leopold (308 pp. with over 100 unusually attractice illustrations.) -- This is a cultural first reader, introducing the student to German Kulturkundo in letter form. It is the comprehensive and somewhat more difficult version of the same author's Ein Sommer in Deutschland (No. 10 of Graded German Readers). It is an excellent book for rapid reading after the student has completed the Readers.

ITALIAN:

As Italian is infrequently taught in Florida schools, no texts are herein recommended, but the writer will be glad to recommend materials to any interested teacher.

FORTHCOMING PUBLICATIONS

Listed below are forthcoming publications of D. C. Heath and Company (no announcements received as yet from other publishers), which promise interesting and valuable material for beginning foreign language classes, but which the writer has not yet had an opportunity to examine:

Graded French Readers, Bond (Heath-Chicago French Series).

Book I - Sept-d'un-Coup, an adaptation of Dumas' version of the ever-popular folk tale. (64 pp. Bound in limp cloth. Price $.28.)

Book II - Aucassin et Nicolette, the charming chante-fable of the twelfth century. (64 pp. Bound in limp cloth. Price $.28)

(The entire series, when completed, will include at least ten booklets, five on the elementary level and five on the advanced level.)

Graded Spanish Readers, Castillo & Sparkman (Heath-Chicago Spanish Series.)

Book I - De Todo Un Poco, simple but idiomatic Spanish, introducing 473 words and 35 idioms of high frequency. (64 pp. Bound in limp cloth. Price $.28.)

Book II - Sigamos Leyendo, adaptations of tales from interesting Spanish authors. Still simple in style, but involving a somewhat greater freedom of construction. (64 pp. Bound in limp cloth. Price $.28.)

(This series should furnish excellent supplementary material to accompany Primeras Lecturas Españolas, described above.)

Graded German Readings, Wooley (278 pp. including 184 pp. of actual text.) -- This is a beginning reader providing an abundance of material for beginning classes. It presupposes previous mastery of a nucleus vocabulary of the 100 most common words of written German.

The list of books recommended above is not intended to be complete and should be added to in the light of the objectives set forth in Part I.

FINANCIAL SUGGESTION

The writer has found the following procedure quite successful in furnishing his classes with from five to ten books a year at the price of one.

Let us suppose that the average size of a beginning French class is fifteen. The books for the first year, with the usual teacher's discount, should cost as follows:

Basic French,	15 @ $1.50	$22.50
Sans Famille,	15 @ $.80	12.00
L'Abbé Constantin,	6 @ $.80	4.80
Le Petit Roi d'Ys,	6 @ $.80	4.80
	Total	$44.10[17]

[17]Second-hand copies of these books including separate editions of Beginning French (Avant de Lire), Si Nous Lisions and Pierrille, as well as of texts recommended for other foreign languages, can frequently be purchased as cheaply as 40¢ per copy from Wilcox and Follett Company, 1225 South Wabash Avenue, Chicago, Illinois, as well as from other similar "bargain" book houses.

By charging each pupil a fee of $1.50 on a rental basis, each beginning class will bring in $22.50. If there are two beginning classes of fifteen students each the same year, both classes can pay the same fee and use the same books, since, according to our suggested procedure in Part III, these books, with the exception of L'Abbé Constantin, are to be read only in class. Thus, two beginning classes the first year would take care of the cost of the books. But even with only one beginning class a year, the books would be paid for over a period of two years.

It will be noted that only six copies of two of the plateau readers are to be ordered, as they are to be read at home for pleasure and may be passed around from one student to another, as explained below in our suggested procedure, Part III.

A similar plan can be worked out separately for the second year French classes, where a greater variety of books but few copies of each, are necessary. The plan when applied to Spanish is even more successful, due to the fact that a smaller variety of books is available for the two year course. This rental plan applies equally well to all modern foreign languages and can be easily adjusted to meet the needs of different schools.

DUPLICATED MATERIALS

A certain amount of mimeographed or dittoed material is essential for quick testing, although a comparatively satisfactory degree of success has been attained without it.

There are four different pieces of mimeographed material to be prepared for each chapter read in the vocabulary builders, e.g., in French, Si Nous Lisions and Pierrille the first year, and Les Trois Mousquetaires the second year. This is not too expensive when it is considered that the material may be used from year to year as long as the paper and printing last. Furthermore, the stencils can be saved and used again when more copies are needed.

The first of these pieces is a vocabulary sheet containing the new words and idioms to be encountered in the next chapter of both the basic text and the correlated vocabulary building reader. These words and idioms, however, should not be listed in columns opposite their nearest English equivalent, as is the traditional practice, but should be arranged in short sentences that are logically organized, e.g., "Les poissons vivent dans l'eau," "Fish live in water." This exemplifies the principle set forth by Gestalt Psychology that an element (here, a word or idiom), receives its meaning from the context in which it is used and that it can best be remembered when it is learned in its active or functional relation to the balance of the context. This context or "wholeness" is secured through

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[illegible]

[illegible]

logical organization, configuration, or gestalt. In the gestalt sentences, the vocabulary items are learned in action and not as static elements having a fixed English equivalent. The students thus learn to "feel" the meaning of the word in the foreign language, rather than to establish a fixed connection between the word and its English equivalent which must sooner or later be severed if rapid reading and not translation is to be attained.

Below the gestalt sentences, the individual words and idioms should be listed in isolation, followed by the numbers of the sentences in which they appear above. Reference to this list is made by the student to check recognition of the individual words and idioms. No English meanings are shown, as this leads to mere memorization. Where the student does not recognize an individual word or idiom, he refers back to the gestalt sentence above and the word or idiom then re-assumes its meaning from the context of the sentence. (For sample copy, see Exhibit A. The use of the sheet is explained in Part III.)

The second piece of mimeographed material is a set of specially prepared questions in English, of the multiple choice type, designed to test the student's comprehension of the chapter just after it has been silently and rapidly read. (For sample copy, see Exhibit B.)

It is true that there are test questions printed at the end of each chapter in the readers, but these questions have proved unsatisfactory for testing the comprehension of rapid, silent, timed reading. Many of them ask for details that one would scarcely note in reading English, and they also ask for many details which one could not possibly remember beyond a paragraph or so, even in the mother tongue. Furthermore, the questions are largely of the subjective type and often leave the teacher in doubt as to what the student really means in his answer. Many of these questions require quoting from the actual text, which, of course, causes the student to

look back into the chapter after he has finished reading it. This is obviously no test at all of the student's comprehension of his first rapid reading of the chapter for general meanings only.

However, the principal objection to the comprehension tests found in every foreign language series of which the writer has knowledge, except one (otherwise undesirable) is the fact that they are all invalidated by presenting the test questions in the foreign language. For example, if the student is unable to comprehend half of the questions themselves and therefore gives incorrect answers, the teacher must naturally assume that he has not understood 50 percent of the chapter read, when such may not be the case at all. Critically, it introduces an additional and quite unnecessary variable in the testing of comprehension.

The third piece of mimeographed material is the vocabulary test in which each word of the chapter is listed in front of five English words, all of them so probable as meanings that accurate discrimination on the part of the student is necessary to select the correct meaning. (For sample copy, see Exhibit C.)

The fourth piece of mimeographed material is the evaluation sheet on which the results achieved by each member of the class are recorded on a chapter basis. This sheet shows reading time, average number of words read per minute, degree of comprehension, vocabulary mastered, and provides additional columns for results of tested pronunciation, of aural comprehension, and of special tests, and space for various words, idioms, etc., to be "made up." (For sample copy, see Exhibit D.)

III. SUGGESTED TEACHING PROCEDURE

READING

Thus far we have attempted to outline a theory, together with the necessary materials, for teaching modern foreign languages along the lines indicated by recent research. We now outline below a suggested teaching "cycle", not as an error-proof technique, but as a systematic procedure, flexible and comprehensive enough to admit of variation to meet different teaching situations;

1. Explain vocabulary sheet for next chapter.
2. Allow 15 minutes for study of the vocabulary sheet.
3. Give vocabulary test on previous chapter, checking same in class.
4. * Give dictation (15 minutes, maximum).
5. * Give practice in aural comprehension.
6. Explain next chapter of basic text (Beginning French, Beginning Spanish, etc.)
7. Explain idioms and word study for next chapter of the reader.
8. Time silent reading of next chapter.
9. Give comprehension test.
10. *The teacher re-reads the chapter orally.

* Only for bright groups where aural comprehension is an objective.

DETAILED EXPLANTION OF CYCLE.

1. Vocabulary sheets for the next chapter are distributed and each sentence is explained as a whole, following the French word order and manner of expression as closely as possible without sacrificing meaning. Students should be encouraged to guess the meaning of the sentences where possible. All new words are then discussed and tied up as far as possible on a cognate or meaningful basis with similar English words. All idioms and essential functional relationships are thoroughly explained. Each sentence is read

[illegible]

[illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]

[illegible]

1. [illegible]

[illegible]

aloud in the foreign tongue several times by the class and special sounds are drilled upon. The students are urged to think of the foreign words and idioms as deriving their meanings from sentence usage rather than from English equivalents.

A frequent check on vocabulary recognition is made by the student by referring to the new words and idioms listed at the bottom of the vocabulary sheet below the sentences. The student should be able to recognize every one of these words and idioms before attempting to read the next chapter.

The practice of allowing pupils to guess the meaning of new words from the context of the graded readers, as is often done during intensive work, is an unsound and a dangerous practice. It slows down reading, leads to translation and grammatical analysis, and inhibits genuine reading ability. The teacher should see to it that all words, idioms and essential functional relationships in any chapter of the readers are known at least well enough to be recognized, before students are allowed to attempt the rapid, silent reading of that chapter.

The writer has found that reading comprehension is facilitated by having students recognize early in the year the general, underlying functional principles of verb inflection. However, this recognition is not approached by presenting the principles themselves and requiring the students to memorize many verb conjugations. Our procedure has been to write on the blackboard each person of a new verb inflection found in the sentences of the first few vocabulary sheets and then have the students copy each one of them on scrap paper, with the books open if necessary, substituting other verbs which follow the same principles of inflection. In this way the student becomes conscious, from a recognition standpoint, that a change in the endings of verbs means a corresponding change in person,

[illegible] on the foreign [illegible] [illegible] [illegible] [illegible] are drilled [illegible]. The students are [illegible] [illegible] [illegible] [illegible]

number, or time (tense), and of just how the meaning is thus affected. Only a few important cases in French and German are drilled on, e.g., the recognition of the imperative, imperfect, etc. In Spanish, however, where the pronoun is commonly omitted and where the verb ending is all-important, more practice in verb recognition will mean a great economy in time and effort if carefully watched so as to avoid memorization of paradigms, rules, and miscellaneous forms. A similar procedure with certain other language forms has been found practical. Another distinct warning must be given to the teacher to whom this procedure is new, not to allow it to degenerate into the old-time analytical study of formal grammar.

2. Fifteen minutes is then allowed for study of the vocabulary sheet just explained. The first ten minutes of each class period thereafter until the chapter has been read, is devoted to individual or to group study of the new vocabulary. This is extremely important. The class may divide up into groups of two or three to study and test one another. The vocabulary sheet may need to be studied at home by the slower learners, thus providing for individual differences. But the better students will usually find vocabulary homework unnecessary.

The reader will note that the new vocabulary for the next chapter to be read is explained early in the cycle, just after the students have read the previous chapter and have been tested on their comprehension thereof. This is done so that the daily 10-minute vocabulary study period may be extended over several days.

3. The vocabulary test covering the previous chapter is then given and any "make-up" words missed in prior chapters are re-tested. All these tests can be quickly scored in class and errors discussed. The words missed should be mastered before the next class if at all possible. The students should be allowed to take the list of "missed" words home for study.

[illegible] or [illegible], and of [illegible] is [illegible]. [illegible] only a few important cases in [illegible] are [illegible] recognition of the [illegible], [illegible], etc. [illegible] the pronoun is commonly omitted [illegible] and [illegible] are [illegible] in [illegible] [illegible] efforts in generally [illegible] [illegible] and [illegible] forms has been found practical. [illegible] the teacher to [illegible] this procedure [illegible] the [illegible] the [illegible] analytical [illegible] [illegible].

5. [illegible] lessons [illegible] about [illegible] explanations. The [illegible] after [illegible] the chapter has been [illegible] [illegible] or [illegible] [illegible] of the new vocabulary. This is [illegible] [illegible] [illegible] [illegible] up into groups of ten or [illegible] [illegible] [illegible]. The [illegible] vocabulary about may need to be studied at [illegible] [illegible] [illegible] time providing for individual differences. But the better students will usually find vocabulary research unnecessary.

The reader will show that [illegible] vocabulary for the [illegible] to be read is explained early in the [illegible] [illegible] [illegible] and the previous chapter and have been [illegible] [illegible] [illegible]. This is done so that the daily lessons vocabulary study period may be extended over several days.

6. The vocabulary work [illegible] [illegible] [illegible] given and any "[illegible]" words [illegible] [illegible] [illegible] are [illegible]. All [illegible] tests can be quickly scored in class and course [illegible]. The [illegible] [illegible] should be mastered before the next lesson if at all possible. The students should be allowed to take the list of "[illegible]" words home [illegible] study.

Only in this way can the slow learner, by additional study, have a fair chance with his more quickly learning classmates. During the first semester or so, this should constitute the only homework required.

4. In bright groups where aural comprehension is a practicable objective, the teacher now dictates three or four short sentences containing problem sounds. Errors are discussed and the sounds of words written incorrectly are compared with those dictated. This should not take up over 15 or 20 minutes of the class period. Dictation aids in discriminating sounds for aural comprehension.

5. For practice in aural comprehension, that is, understanding the spoken language, the teacher should read a short talk or tell a short story based on the vocabulary assumed to be already mastered and emphasizing the words found in the previous chapter. This, of course, will have to be carefully prepared and read aloud by the teacher in the early stages where the reading vocabulary is so limited.

The teacher may find it easier to evaluate his talk by the reactions of the pupils themselves and by well framed oral questions than by a test planned ahead of time, although the latter will be found more accurate.

Numbers 4 and 5 above should be expressly omitted by those teachers not possessing accurate phonetic training in the oral use of the language.

As early as possible, preferably at the end of the first month or two if it can be done, the highly trained teacher should conduct as much of his own oral classwork as possible in the original language (always explaining in English if too much time is being lost) until practically all instructions and discussions on the part of the teacher, except the explanations of vocabulary, idioms, and functional relationships, are given in the foreign tongue.

6. Covering the next chapter of Beginning Spanish, Deutsche für Anfänger, or Avant de Lire (see Basic French) or Beginning French, is both a

science and an art, and the teacher to whom this method is new will need much practice before he can draw the proper line between his explanation of the necessary functional grammar for reading recognition and a long and analytical explanation of formal grammar, such as that unfortunately provided by the basic texts, except Avant de Lire. Many of the grammar questions and explanations are unnecessary for reading purposes and should be avoided. Furthermore, the appearance of a very conjugation in paradigm is no justification for requiring its memorization by the pupils. This, at least, was not the intention of Miss Eddy, the author of Basic French.[18]

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[18] Eddy, Helen M., "These outlines and paradigms are not to be memorized and recited by rote nor written from memory on the board. They are presented in outline form to assist in ready comprehension of their use and to take advantage of the orderly arrangement as an aid to memory for recognition." Teacher's Manual, "Training for Reading," p. 13. University of Chicago Press, 1930.

The writer has found it a good procedure to read aloud in the foreign tongue the illustrative sentences in the basic texts, having the class repeat and then translate the sentences into English. This is intensive work, of course, and during the process, the essential grammatical relationships involved are discussed from a recognition standpoint, where needed to supplement similar work done with the vocabulary sheet. This intensive work must not be confused with the rapid, silent, genuine reading to be done in the accompanying and correlated readers. If Basic French is used, the functional grammar, being restricted to that necessary for reading and treated from a recognition standpoint, requires much less discrimination and pruning on the part of the teacher.

7. The idioms in the first several chapters are few and do not require a great deal of time for explanation and study. By the second semester, however, they have become somewhat formidable in quantity as well as in complexity. They should, however, be consistently and intensively taught

as vocabulary items and have therefore been included as far as possible in the vocabulary sheets prepared by the writer for each chapter. Where an idiom is a pure emergent, that is, where the meaning of the whole idiom cannot be inferred from a knowledge of each of the words involved, it should be taught as a whole, like a formula, and a good English meaning temporarily assigned, e.g., "il y a" equals "there is, there are." Where the English meaning can be easily inferred, e.g., "tengo hambre", the student should be encouraged to think the idiom the way the foreigner thinks it. Thus preparation is made for later speaking and writing and reading is speeded up by following the foreign word order. For instance, the student of French or Spanish is never encouraged to think "John's book", but always "the book of John." In this way English can be more easily, and at an earlier stage, sublimated in the pupil's thinking during the reading of the foreign language. All the idioms for each chapter of the French readers are listed in the back of the book and the writer always has the class review them before reading the chapter, even though they were treated in the vocabulary sheets.

"Word study" refers to the section following each chapter of the French readers. The writer has found it more advantageous to discuss these words and tie them up on a cognate basis with their meaning before the chapter is read.

8. We have now reached the point where there is no compromise between the "grammar-translation" method, with its slow, analytical, and grammatical study of the text, and the rapid, silent reading for pleasure and comprehension as found in the Direct Reading Method.

The students must be thoroughly instructed before their first reading lesson as to how they ought to read, and they must be constantly checked on and guided throughout the entire course in the light of the rate

a vocabulary lesson can have been included so far as possible in the vocabulary drills prepared by the teacher for each chapter. There is also a pure exercise, that is, over the reading of the whole lesson cannot be inferred from a knowledge of each of the words involved, it should be longer at a time, like a novelle, and a good English reading correctly assigned. e.g., "Il y a" (pupils "there is, there are." [illegible] the Spiral method can be easily [illegible], e.g., "Tango Lesson", the teacher should be encouraged to follow the line of the way the [illegible] "This presentation is made for both reading and writing and reading is speeded up by following the [illegible] order. For instance, the [illegible] of French or Spanish is more [illegible] to think "Morris food", but always "the book of John." In [illegible] English [illegible] reading, and it is [illegible] where, [illegible] the reading [illegible] the reading of [illegible] through [illegible]. [illegible] of the French [illegible] in the [illegible] always the clear [illegible] then before reading the [illegible] they were located in the [illegible] story where.

"Word study" [illegible] the [illegible] lesson chapter of the French reader. The [illegible] to discover [illegible] words and the [illegible] before the [illegible] another is read.

In the [illegible] the [illegible] where [illegible] to be acquainted [illegible] the "[illegible]" [illegible], the [illegible], [illegible], and [illegible] and [illegible] the text, and [illegible] attack [illegible] the [illegible] and [illegible] is [illegible] the [illegible] reading [illegible].

The [illegible] are [illegible] is accorded [illegible] study first reading [illegible] the [illegible] order to read, and [illegible] is [illegible] modeled on and [illegible] the [illegible] order [illegible] the light of the [illegible]

between their reading rate and their comprehension of what they read. The writer usually gives the following instructions to the class the first few times, just before they read, and repeats these instructions from time to time during the first two years:

a. Read as rapidly as you can, as long as you can tell what is happening, but never sacrifice meaning for speed. On the other hand, do not purposely translate or read one word at a time, even if you have to force your eyes along the line.

b. Try to take in a large group of words at a glance with the idea of grasping the meaning of an entire phrase and not just that of each individual word.

c. Do not try to translate. English words will come into your thinking for several weeks or months, and in a few cases, for years. At first you may find yourself thinking entirely in English. If so, do not worry but keep on reading. For example, if I should tell you, "dog-cat-the-tree-chased-the-quickly-up", you would know at once what had happened. Very well, do not attempt to rearrange the words into "good English" but go right ahead to the meaning of the next phrase or sentence.

d. If you do not know a word in a sentence, skip it. In the early stages you may even skip a whole phrase, as long as the meaning of the paragraph is clear. If you do not grasp the meaning of the paragraph, however, you are either reading too fast or you have not mastered the preliminary preparations.

e. Do not try to pronounce the foreign text as you read. It will slow you down and make genuine silent reading impossible. Read silently.

f. Above all, do not let the fact that you are being timed upset you. It may be much better for you to finish last and understand thoroughly what you read. You may be a slow reader in English. The only warning is not to slow down until your reading degenerates into word-for-word digging out of the meaning of each sentence, without a broader view of what is happening in the story being read.

After these directions are thoroughly explained, each student takes a sheet of paper, writes at the top his name, the number of the chapter about to be read, and leaves two blank spaces, one for the time he finishes reading and the other for the number of errors he may make in the comprehension test. The entire class is then set to reading silently and the time noted on the evaluation sheet. As each pupil finishes reading the chapter, he holds up his hand, and the time he finished, to the nearest 15

seconds, is called out or written on the blackboard by the teacher. The student copies this in the blank space at the top of his sheet of paper, already prepared as described above. The teacher will later record this information on the evaluation sheet for that chapter. By subtracting the class starting time from the finishing time of each student, the actual number of minutes and fractions thereof required by each student to read the chapter, is obtained. By dividing the exact number of words in the chapter by each pupil's reading time, the average reading rate in words per minute is obtained.

The normal reading rate in English is approximately 275 words per minute, or one line every 2.4 seconds.[19] The number of words per line

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[19] Morrison, Henry C., The Practice of Teaching in the Secondary School, note 1, pp. 503-504. University of Chicago Press.

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is, of course, variable, but if the pupil turns a page every minute and a quarter, with regular eye-movements and good comprehension, he is porbably doing genuine reading. It is not advisable, however, to hold this rapid rate up as an aim in the early stages, although some students will probably reach it or even exceed it the first few chapters. In French or Spanish (the writer has insufficient data to justify such a statement regarding German, although the same is probably true of German where proper reading matorial is availablo), any reading speed over 100 and under 300 words a minute should be considered satisfactory for the first year, where graded and simplified reading material is used, such as that recommended in Part II of this bulletin.

Speed at the expense of absolute accuracy is a difficult pill to swallow, but it is psychologically sound and methodologically advisable in the early stages. Accuracy will increase through increased use of vocabulary and idioms; and one can always slow down for accuracy in reading

technical material. But once the slow, analytical, translation type of intensive reading has become a habit, it is difficult to eradicate it. The other extreme of "skimming" through the chapter for the high spots only is almost as dangerous as translation and should be carefully avoided as a general practice, even though it may be useful for certain specific purposes.

It should also be noted that words skipped as unknown during the timed reading are not to be lightly dismissed, but should be tested for recognition, along with all other new words in the chapter, in a vocabulary test, and if not then recognized, they should be mastered before reading the next chapter.

9. The specially prepared comprehension tests discussed above under materials are then taken by the students, who have previously prepared the separate sheet of plain paper described above. (The comprehension sheets should be given out before the reading begins, so that each student may begin work on his sheet as soon as he finishes reading.)

On the prepared paper they write the plus or minus sign, or the a, b, or c, which in their judgment correctly answers the question. These papers are scored in class by the pupils as the teacher reads aloud the key. The number missed is then written at the top and the papers passed to the teacher, who then records these data on the evaluation sheet.

10. The teacher then re-reads the chapter orally, where aural comprehension is an objective. The students follow silently with their books open. The oral sound of the French seems to eliminate the English almost entirely from the minds of the students as they follow. The students have just finished reading rapidly and silently for general meaning only. Now they are to understand every word met and are to raise their hands when any word or phrase which they do not thoroughly understand is read aloud by the teacher. This gives additional practice in vocabulary meanings and especially in aural comprehension and indirectly in pronunciation.

Where aural comprehension is not an objective, it is still advisable to have the chapter carefully re-read silently by the students at least once. This may be done either in class or at home.

In following this cycle there is no set amount to be done each day, but the complete cycle should not, in any case, require over one week, beyond the third or fourth chapter where pronunciation is being explained. Toward the end of the second semester (also l'Abbé Constantin in the first), the plateau readers are to be read out of class, five or six students reading copies of one book while other students read others, thus lowering the number of individual copies of each such reader required. For the teacher who needs to check up on this outside reading, either some form of reading report, such as Bond's Language Reading Report Blanks, or some short objective test covering the main points in the story, can be administered after the reading has been completed.

Items 8 and 9, (also 10 where used), preceded by a ten minute vocabulary review, should always be begun at the beginning of a class period. If the teacher finds himself ready for this work in the middle of a period, it is much better to spend the last half of such a period in review work, pronunciation practice, or aural drill, and do the reading the next regular period. Otherwise, the period is likely to end with the comprehension tests unfinished.

In conducting the class in the foreign language, the teacher should always allow the students to answer in English beyond a few classroom expressions they may desire to use. Where aural comprehension is an aim and the teacher has visited the foreign country or has in his possession anything of interest from it, an interesting travelogue talk can be given in the foreign tongue by the teacher to great advantage. Class interest may be stimulated by encouraging the use of a few simple classroom expressions in the foreign tongue by the students; but no speaking should be encouraged, except in the

three year course, and then not until the reading adaptation has been acquired, that is, at least not before the beginning of the fourth semester, and only if the preparation of both teacher and students clearly justifies it. Where only a two year course is available, the writer sees a disadvantage in introducing speaking or writing.

SPEAKING AND WRITING

Language is, after all, a means to an end. It is a tool by which man has learned to communicate his wants and his ideas. Its spoken form is normally acquired early in life as the result of the child's need to express wants arising out of everyday interaction with his environment.

A student, then, whether child or adult, who goes to a foreign country to learn the language, should be encouraged to mix and mingle with the natives and to learn the language through using it constantly in the normal experiences of his everyday contacts. The law of initial diffuse movements will gradually eliminate his initial blunderings, and the models he hears around him on all sides will gradually shape his own thinking until he becomes able to express himself orally in the foreign tongue with much the same ease and correctness as the natives do.

In the foreign language classroom, on the other hand, an artificial environment must be set up in which oral and written expression in the foreign tongue may take place. Such expression then becomes an end in itself, rather than a means. This implies a different approach to the teaching of oral and written expression than would be indicated in the foreign country. Unfortunately, there is little experimental data available to point the way to the most economical and successful techniques to be used to this end.

The writer has formulated a writing and speaking cycle, similar

reliable light on a student's ability to read a foreign language. There are standardized tests on the market designed to test a student's knowledge of "French", "Spanish", and "German" in a general sort of way. Upon close examination, however, it will be discovered that these tests are not designed to determine reading ability but rather they are constructed to find out if the student can select the meaning of each of one hundred more or less uncommon foreign words from among five English words shown after each of the foreign words; or to find out if the student can answer four or five questions, themselves written in the foreign tongue, based on a paragraph of sometimes inane or difficult context; or to discover if the student can fill in the missing foreign words in a large number of sentences or answer a group of questions on grammar.

Below is a list of a few tests, no one of which is especially adapted to the purposes of the Direct Reading Method:

The tests of the Co-operative Test Service of the American Council on Education, 500 W. 116th Street, New York City. These tests are available in French, Spanish, German, and Latin, two forms of each being standardized each year. The Junior Form is designed for 8th and 9th grade students at the Junior High School level. Its norms cover only the combined scores on Reading, Vocabulary, and Grammar. Where the Direct Reading Method is used, the grammar score will frequently depreciate the scores on the first two parts to such an extent that an erroneous picture of the student's reading ability is given. The Senior Form, on the other hand, provides separate norms for Reading, Vocabulary and Grammar. However, the test is so difficult that its norms become somewhat unreliable. The section on Vocabulary contains words that few American teachers without long training abroad would recognize. Furthermore, the five words shown opposite each foreign word in the Vocabulary section are not English words, but are synonyms or near-synonyms also in the foreign tongue. It is thus possible that the student may recognize the vocabulary item, but still be unable to select its meaning from among the five foreign words shown opposite.

The Columbia Research Bureau Tests are available in French, Spanish, and German. A large proportion of the vocabulary items to be tested are not met in the texts recommended herein. These tests are published by the World Book Company, Yonkers-on-Hudson, New York City. No first year norms are provided; only second year and above.

The American Council Tests, available in French, Spanish and German, are also published by the World Book Company. Of similar design to the Columbia Research Bureau Tests, they are subject to the same inherent defects. Norms for first year and above are provided.

The French Progress Tests, designed to accompany the Heath-Chicago French Series, are published by D. C. Heath and Company, Atlanta, Georgia.

Perhaps the most striking and convincing evidence of genuine reading, however, can be obtained by long personal observation of the student's general behavior while he is reading, noting such things as eye movements, facial expressions, emotional reactions, etc.

PRONUNCIATION:

Without the expensive and complex apparatus of experimental phonetics, pronunciation can be tested only subjectively, either by the teacher's own judgment or that of a visiting teacher or native.

AURAL COMPREHENSION:

Aural comprehension is also best evaluated subjectively, although the Columbia Research Bureau does offer an Aural French Test, which is very good except for the unusualness of its vocabulary from the standpoint of frequency of use. With some coaching on the unusual vocabulary items involved, this test might well be used to throw light on which students should enter the third year class in which writing and speaking are major objectives.

KNOWLEDGE OF THE FOREIGN COUNTRY AND ITS PEOPLE:

An objective test based on the facts covered in the travel talks or in the material read on the foreign country will give the most accurate estimate of such facts learned during the course. An objective test is quickly graded and lends itself easily to the A, B, C type of report card. However, the writer believes that if the students are to be tested at all on this cultural objective, a written discussion of some institution or custom, or of some economic, political or literary principle or product of

the country will tend to bring out the attitude of the students towards the country in feeling as well as understanding. The emphasis here would be on a change in a students' outlook caused by the facts acquired, rather than upon the memoriter acquisition of the facts themselves.

CHEATING:

In any discussion of evaluation of classroom achievement, the question of cheating must be recognized as a possible factor. At the beginning of the year where the Direct Reading Method is to be used, the class is told that all work done during the semester is for the purpose of achieving certain abilities in the language, the principal one being the ability to read the language. It is then explained that at the end of the semester or of the year, the students will be given a battery of tests -- some written, some oral, some objective, some subjective -- broad enough and intensive enough to indicate the level of achievement of each student at the time. The students are also told that their daily tests in comprehension and vocabulary, and their reading rates are diagnostic in nature and are not to be used as the basis of grading, but only for the purpose of detecting weak spots that indicate the need of correction, more explanation, or further study. The students are assured that, although the evaluation sheet contains records of their daily successes and failures, it is purely a clinical record and will not be sent home. The evaluation sheet is available at all times to the students, who study it with a view to self improvement. On this basis, cheating becomes not only unnecessary, but rather foolish.

The students realize therefore that daily performance is not the basis of their grades and, as a rule, they are willing and anxious to work without thought of immediate reward or punishment. The students never ask of a vacabulary test, after the first few days, "Did I pass?" but rather, "Which words did I miss?" They then proceed to master the words missed.

It is a joy to both students and teacher that the "get by" attitude resulting from the traditional practice of averaging daily grades to determine a student's achievement is automatically eliminated from the language classes that use properly the Direct Reading Method and the system of evaluation as outlined herein. The periodical reports that go home show merely that the pupil is doing excellent, satisfactory or unsatisfactory work in the class according to the teacher's personal estimate. The ratings on such reports are never "averaged" to obtain a final estimate of achievement.

Where A, B, C, or numerical grades are required, the writer would advise basing these on "home" prepared or standardized tests of reading comprehension taken at the end of each period of work covered by such grades. Such tests should be comprehensive enough to measure reading ability reliably. The grades should cover reading only; however, mention may also be made, where desirable, of the student's progress in pronunciation and of his attitude towards the work. These A, B, C, or numerical grades as explained above, should not be counted in obtaining a final estimate of achievement. Such an estimate should be determined preferably at the end of the year by means of standardized tests, as explained above.

IV. A PRACTICAL MODERN FOREIGN LANGUAGE CURRICULUM

One of the most illogical administrative practices in our high schools is that of allowing a gap of a year or more between a student's high school and college foreign language study.

In the light of the facts discussed in this bulletin, the writer wishes to suggest the following modern foreign language curriculum for Florida schools:

At least a three year course should be provided. The first two years of the course should be designed to develop reading ability on the part of all modern language students. The third year, however, should be designed to enable only the more highly qualified students to acquire control of the written and spoke forms of the language.

Students who do not enter the third year should be encouraged to continue their reading in exploring new fields of the foreign culture or in reading for pleasure as a leisure time activity.

The course should be begun in the tenth grade or however much earlier it can be begun and continued without a break through the senior year. The soundness of this statement is borne out by recent psychological experiments, which show that reading ability is more easily acquired as one approaches maturity.[20]

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[20] Coleman, Algernon, Experiments and Studies in Modern Language Teaching, page 6. University of Chicago Press, 1934.

The required use of one state adopted text should be eliminated. A recommended list of many modern texts designed for developing direct reading ability should be provided and the privilege granted of adding more texts to this list as they are published and approved. For instance, there is an entire series now in preparation, which will likely be quite a contribution to foreign language teaching when available.[21]

[21]The Bond-West Series, edited by Otto F. Bond and Michael West.

The objectives and procedures set up in the three year course should follow somewhat along the lines suggested below:

THE FIRST YEAR: Teaching should be directed towards:

1. Developing the ability to read rapidly, silently, and directly in the foreign language with comprehension.

2. Developing a reading vocabulary of at least 1500 or 2000 of the words and of a proportionate number of the idioms, most frequently met in reading the foreign language.

3. Developing a basic pronunciation. Very little time should be spent on acquiring phonetic accuracy, Phonetic script should not be used.

4. Developing fairly good aural comprehension in bright groups where students will likely continue their foreign language study in college or at least in the writing and speaking sections of their senior year in high school. Very little class time during the first year should be spent directly on this objective in any case. This ability should rather emerge largely from the regular class work.

5. Developing a knowledge and insight into the nature of the foreign country, its culture and its people, and a desire to learn more of its civilization and its problems. This phase of the course should provide approximately one-fifth of the work of the second semester.

Some administrative arrangement should be made for allowing to drop out of the course after the first six weeks those students who for any reason at all are unlikely to do satisfactory and profitable work. This is especially necessary where it is impossible or impracticable to offer a six-week's exploratory course some time during the 8th or 9th grades for prognosis purposes, with a view to selecting only those students for whom the study of a modern foreign language would likely yield justifiable results.[22]

[22]In connection with selection of foreign language students, where an exploratory course is impossible or impracticable, and recourse to a student's past scholastic record is indicated, the writer recommends selection on the basis of vocabulary rate and comprehension in English as tested by reliable standardized tests.

THE SECOND YEAR: Teaching should be directed towards:

1. Continuing the development of direct reading ability through

classroom reading, at least during the first semester of the second year. In addition, much outside, extensive reading for pleasure should be done by the students. This may be tested objectively by short, multiple-choice tests covering the principle points of the stories read, or by means of reading report blanks, or by having each student submit a short synopsis of each story. Although this material is to be read outside of class for pleasure, the average high school student has seldom reached that level of maturity where he will actually read with care all of the more complex or difficult material recommended unless some form of testing is used. Books and magazines may be passed around from one student to another, thus avoiding the necessity of purchasing many copies of each book.

2. Continuing the development of the reading vocabulary up to the 2500 or 3000 word level through planned classroom work and even higher through outside extensive reading.

3. Continuing the development of skill in pronunciation, with more intensive work on accuracy of enunciation, intonation, phrasing, etc., especially in the groups that will likely take the third year work in written and oral expression.

4. Continuing the development of aural comprehension in the groups that will likely take the third year written and oral work. A small amount of easy dictation may be begun during the second semester in these groups. More intensive study should be done in these groups during the second semester to bring into "active" use the "passive" vocabulary, idioms, and functional knowledge already acquired through reading. Additional emphasis should be placed on such skills as are necessary for later speaking and writing. In these groups, during the latter part of the second year, a marked increase in the number of classroom expressions used should be encouraged, but free speaking, as such, should not be allowed until the writing and speaking technique is well developed, except where the environment furnishes means of frequent oral and written use of the language.

No dictation or aural comprehension should be attempted, however, in those groups that are more or less definitely unqualified to enter the third year section in writing and speaking. This group should be encouraged to improve their reading ability to the point where their third year can be spent almost entirely in extensive reading of either literary material or modern popular works. Since it is unlikely that many of the students in the slower groups will attend college or will, in the event that they do so, elect speaking and writing courses in the foreign languages, there is no inconsistency in allowing such students to read extensively in the foreign language during their senior year or, where this is likely to be unprofitable, in allowing them to drop the course after their second year.

5. Continuing the development of a knowledge and insight into the nature of the foreign country, its culture and its people. Much of this work should be done through reading about the country in the foreign language, where suitable, simple reading material is available. It is during this second year that such magazines as L'Illustration, On Sait Tout, etc., in French, and similar periodicals in other modern foreign languages, should be made available if possible.

THE THIRD YEAR:

1. Extensive reading should be continued, but not as a classroom procedure. A wide variety of materials should be available, and well written books of selected literature should be offered the students. Even a short course in French literature may be given by the teacher, if it can be done without too much formalization.

2. The technique necessary for attaining ability to write and speak one's thoughts or express what one has read should now be practiced intensively. Only such students should be admitted to this course as have shown marked ability to pronounce the foreign language and to understand it when spoken. The Columbia Research Bureau's Aural French Test (with a bit of coaching on word meanings) should throw quite a bit of light on who should and who should not enter this work. The techniques involved in teaching writing and speaking lie outside the general purpose of this discussion and will be treated in a later bulletin. The students who wish to continue their foreign language study but who are not qualified to attempt speaking and writing, should be allowed to continue their study of the literature or to read broadly in contemporary works of a lighter variety.

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If such a procedure as that outlined in this bulletin were definitely followed in the schools of Florida, modern foreign languages would likely assume the place they deserve in the high school curriculum, our modern language classes would be filled with students who felt they were really getting something they could use and enjoy, and especially trained modern language teachers would not have to do much of their teaching in other fields in order to keep on the payroll. Unless something of this kind is done, and done rather soon, modern foreign languages are liable to be eliminated from the high school curriculum, except in a few instances, NOT by the administration, but by the students themselves.

(EXHIBIT A-1)

FRENCH VOCABULARY SHEET - No. 1. (SNL)

1. Voici un garçon.
2. Jean est un garçon.
3. Voilà une fille.
4. Louise est une fille.
5. Où est le garçon?
6. Voici le garçon.
7. Où est la fille?
8. Voilà la fille.
9. Voici un, deux garçons.
10. Où sont les deux garçons?
11. Voici les deux garçons.
12. Voilà une, deux, trois filles.
13. Où sont les trois filles?
14. Voilà les trois filles.
15. Jean et Paul sont des garçons.
16. Louise et Marie sont des filles.
17. Voici la classe de français.
18. Jean est un élève de la classe.
19. Louise est une élève de la classe.
20. Jean et Louise sont des élèves de la classe.
21. Qu'est-ce que c'est?
22. C'est un livre de français.
23. C'est le livre de Jean.
24. Georges demeure à Chicago.
25. Chicago est une grande ville américaine.
26. M. Charles Martin, l'oncle de Georges et d'Henri, est un monsieur americain.
27. L'oncle de Georges et d'Henri demeure à Paris.
28. Jean lit bien le français; Louise lit bien le français.
29. Jean lit une histoire française dans un livre de français.
30. Dans l'histoire, Georges est un grand garcon.
31. L'histoire dit que c'est le grand cousin d'Henri.
32. Georges et Henri visitent le grand palais du Louvre avec monsieur Martin.
33. Le Louvre est un des grands monuments de la ville de Paris.

NEW VOCABULARY

1. à 24
2. avec 32
3. américain 26
   américaine 25
4. bien 28
5. ce, c' 21
6. c'est 22
7. classe 17
8. cousin 31
9. dans 29
10. de 17
    d' 26
11. demeure 24
12. des 15, 33
13. deux 9
14. dit 31
15. du 32
16. élève 18
17. est 2
18. est-ce 21
19. et 15
20. fille 3
21. français 17
    française 29
22. garçon 1
23. grand 30, 32
    grande 25
24. histoire 29
25. la 7
    l' 30
26. le 5
    l' 26
27. les 10
28. lit 28
29. livre 22
30. monsieur 26
31. Monsieur 32
    M. 26
32. monument 33
33. oncle 26
34. où 5
35. palais 32
36. que 25
    qu' 21
37. qu'est-ce que c'est
38. sont 10
39. trois 12
40. un 33
    une 3
41. ville 25
42. visitent 32
43. voici 1, 11
44. voilà 3, 14

Note: After the first few vocabulary sheets, the infinitive will be the only verb form given under New Vocabulary.

(Exercice [illegible])

[illegible] (Suite)

[illegible]

[illegible]

(EXHIBIT A-2)

FRENCH VOCABULARY SHEET - NO. 3 (SNL)

1. Le tombeau du soldat inconnu français est sous l'Arc de Triomphe.

2. Les garçons des Etats-Unis aiment beaucoup regarder les fleurs qui sont sur le tombeau.

3. Ils comptent les ponts qui traversent la rivière.

4. Ils traversent un pont et bientôt ils trouvent la tour Eiffel.

5. Alors, ils montent en ascenseur au premier étage de la tour.

6. Les garçons parlent très bien le français à présent.

7. Georges crie aux autres, "Allons chercher un autre ascenseur; montons au haut de la tour et regardons la belle vue."

8. La télégraphie sans fil (la t.s.f.) intéresse toujours les garçons.

9. --Donne-moi le livre de français qui est parmi les quatre livres que tu portes, dit Georges à Henri.

10. --Allons! crie Henri. Moi, je désire dîner. Est-ce qu'il y a un restaurant près d'ici? demande-t-il à M. Legrand.

11. --Vous désirez dîner encore? Eh bien, alors, au revoir! répondent les autres.

NEW VOCABULARY

1. aimer 2	12. compter 3	23. intéresser 8	34. soldat 1
2. allons! 10	13. crier 7	24. moi, je 10	35. sous 1
3. allons chercher 7	14. demander(à) 10	25. monter 5	36. sur 2
4. Arc de Triomphe 1	15. désirer 10	26. parler 6	37. la t.s.f. 8
5. au 5	16. dîner 10	27. parmi 9	38. tombeau 1
6. au haut 7	17. en ascenseur 5	28. pont 3	39. toujours 8
7. au revoir 11	18. encore 11	29. porter 9	40. la tour 4
8. aux 7	19. étage 5	30. premier 5	41. traverser 3
9. beaucoup 2	20. Etats-Unis 2	31. quatre 9	42. très 6
10. bien 6	21. ici 10	32. regarder 2	43. trouver 4
11. bientôt 4	22. inconnu 1	33. rivière 3	44. vue 7

[illegible]

[illegible] - No. [illegible] ([illegible])

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]
11. [illegible]
12. [illegible]

(EXHIBIT "B")

FRENCH COMPREHENSION TEST - NO. 4. (PIER)

Write on a separate sheet of paper the letter just in front of the word or phrase that best completes the meaning of the following sentences:

1. Before harvesting, the farmers (a) hold a religious service in the fields (b) have a holiday celebration in the village (c) arm themselves as a protection against the wolves.
2. The village priest (a) holds a harvest service in the cathedral the Sunday before the harvesting begins (b) stands outside the church and blesses the farmers as they pass by (c) goes with the farmers and presides at a special service in the fields.
3. The grains that fall to the ground (a) are left for next year's crop (b) are to be given to the poor (c) are picked up later by the farmer's children.
4. Pierrille (a) watches the men work (b) works hardest and best of all (c) has to stay home and help the Terrades.
5. The other workers (a) say Pierrille does two days' work in one and are proud of him (b) are jealous of him and low-rate him (c) complain because he is unwilling to help them.
6. That night Père Lorin tells Pierrille that he ought not to try to marry Millette (a) until he gets old enough legally (b) until he is willing to go to work (c) until he has passed the military service.
7. For two years, Pierrille (a) puts aside money and makes plans with Millette for the future (b) stays away from Millette's home (c) continues to loaf and squander what little money he earns.
8. About September the peasants (a) rest from their labors and begin to visit one another and tell ghost stories (b) are busy beating wheat and gathering fruits (c) begin the hunting season.
9. For the work the women do, they need (a) rain (b) calm (c) wind.
10. The other peasants consider Pascal (a) rich (b) poor (c) moderately well off.
11. Pascal's land is (a) very dry and rocky (b) very fertile and productive (c) very sandy and unproductive.
12. The postman's visit is (a) expected (b) a surprise (c) kept secret.
13. Catissou (a) opens the letter quickly (b) reads the return address to find out who sent it (c) can not tell who wrote it because she cannot read.
14. Millette (a) rushes towards the woods to give the letter to Pascal (b) opens the letter and reads it to Catissou (c) waits anxiously for Pascal's return to find out from whom the letter has come.

(SECRET "B")

Naval Communication Unit - Q. 4. (Cont)

"Note on a summary sheet to prove the letter just in [illegible] or more just not. Conference in [illegible] of the difficulty in [illegible].

5. Before leaving, the Commander (a) hold a [illegible] (b) the [illegible] (b) hold a military conference in the village (a) the [illegible] as a [illegible] [illegible].

6. The village priest (a) [illegible] the [illegible] [illegible] [illegible]

(Exhibit "C")

FRENCH VOCABULARY TEST - NO. 4 (PIER)

1. le beurre	1 burro 2 beer 3 butter 4 cake 5 basket	( )
2. le chaperon	1 hood 2 chaperon 3 companion 4 protector 5 woodcutter	( )
3. craindre	1 cry out 2 tremble 3 reach 4 fear 5 draw back	( )
4. qu'est-ce qu'elle est devenue?	1 what has she done 2 why did she come 3 did she go away 4 has she disappeared 5 what has become of her	( )
5. le gâteau	1 gate 2 entrance 3 cat 4 spring 5 cake	( )
6. le compagnon	1 compassion 2 companion 3 company 4 country 5 account	( )
7. debout	1 about 2 finally 3 coming out 4 outside 5 standing	( )
8. la chaleur	1 anger 2 grief 3 hair 4 heat 5 kindness	( )
9. saisir	1 seize 2 know 3 worry 4 use 5 elevate	( )
10. ceux-ci	1 this 2 those 3 this way 4 the latter 5 them	( )
11. s'élever	1 study 2 bring up 3 rise 4 stretch out 5 set	( )
12. égal	1 eagle 2 moved 3 astounded 4 equal 5 scholarly	( )
13. la journée	1 journey 2 day's work 3 monring 4 evening party 5 sunrise	( )
14. nombreux	1 namely 2 names 3 numbers 4 numerous 5 shady	( )
15. pareil	1 this way 2 sometimes 3 equal 4 seeming 5 almost	( )
16. par ici	1 these here 2 this way 3 yonder 4 nearby 5 almost	( )
17. il serait	1 would be 2 was 3 will be 4 knew 5 would have	( )
18. la plupart	1 pluperfect 2 rest 3 greater part 4 other way 5 flight	( )
19. le résultat	1 realization 2 insult 3 resolution 4 result 5 answer	( )
20. le rêve	1 return 2 rule 3 rival 4 bank 5 dream	( )
21. l'avenir	1 money 2 arrival 3 happening 4 future 5 past	( )
22. digne	1 hollow 2 digging 4 finger 4 distinguished 5 worthy	( )
23. avoir envie de	1 desire to 2 be angry with 3 be envious of 4 live with 5 have the power of life over	( )
24. un évènement	1 future 2 evenness 3 event 4 evidently 5 exactly one	( )
25. entier	1 enter 2 entire 3 in a row 4 tired out 5 late	( )
26. s'occuper	1 be busy 2 be overcome 3 occupy 4 hide 5 take	( )
27. battre	1 put 2 bat 3 thresh 4 skip out 5 push	( )
28. occupé	1 busy 2 overcome 3 taken 4 hidden 5 filled up	( )
29. un ouvrier	1 postman 2 workman 3 opening 4 job 5 letter-opener	( )
30. inutile	1 hostile 2 unworthy 3 useless 4 in use 5 within	( )
31. le terrain	1 terrace 2 train 3 downpour 4 piece of ground 5 worldly person	( )
32. s'empêcher	1 prevent 2 steal 3 keep from 4 rush forward 5 tell a lie	( )
33. l'arrivée	1 happening 2 arrival 3 event 4 bank 5 rival	( )
34. rentrer	1 rent 2 hire 3 turn around 4 carry in 5 go away	( )
35. aussitôt	1 as much as 2 as soon as 3 at once 4 readily 5 as small as	( )

(Schedule "C")

TEST PASSAGES OF 1951 - No. 4 (Lion)

1. le lion
2. le chasseur
3. ou
4. pourrons-nous
   ses devoirs?
5. le pays
6. le passeur
7. dans
8. le
9. sauvé
10. revenu
11. le
12. dans
13. le jardin
14. se trouve
15. pour
16. que
17. il serait
18. le piquant
19. le nouvelle
20. le roi
21. il avait
22. dégage
23. avoir pour ce
24. en évanoui
25. entier
26. s'évapore
27. lutte
28. sauvé
29. un ourlet
30. humble
31. le bravais
32. s'approcher
33. ne
34. rentrer
35. nouvelle

1. Lorsque a leur 2 lutter é cela (baisé
1. Lord 2 dégagent 3 engagées a protecteur
3 vaincu-le
1. Ayy cut (rendit 2 rench 4 leur 5 dans bank
1. Mais les ses lorsq 2 ayy 3le ils ne comme 4 did ma
ne ayy 5 leur ne dans avait 6 qual le lorsque
et leur
1 pour 2 ne rase 3 out 4 prolog 5 cela
1. comme 2 la 3 ration 4 bonnet a arrang
5 ne pas
1. aimé 2 dégagé 3 cela, que ... ...
5 cela
1. arrêt 2 pelé 3 lorsq 4 dont 5 lumineux
1. cela 2 ... 3 que 4 ...
1. ... 2 ... 3 ... 4 leur ... 5 ...
1. ... 2 ... 3 ... 4 ... 5 ...
1. ... 2 ... 3 ... 4 ... 5 ...
1. ... 2 ... 3 ... 4

36. difficile	1 different 2 twice more 3 difficult to please 4 difficulty 5 easily	( )
37. un intéret	1 burial 2 putting in 3 per cent 4 interest 5 entrance	( )
38. se diriger	1 upbraid oneself 2 go 3 desire 4 keep from 5 be busy	( )
39. écarter	1 carry away 2 slip away 3 direct 4 thrust aside 5 order	( )
40. se précipiter	1 be steep 2 rain 3 hurry 4 cry out 5 fall headlong	( )
41. se tromper	1 be mistaken 2 be angry 3 hurry 4 keep from 5 go	( )
42. folle	1 full 2 wet 3 foolish 4 out of breath 5 crowded	( )

(EXHIBIT "D")

DATE 10/22/35 CLASS: FRENCH I 96th) TIME CLASS BEGAN: 2:50 CHAPTER 6

Reader: (SNL) SF AC PIER PRdYs NFR LO LPC PER No. Words 1622

(NEW) OLD MATERIAL REMARKS:

	No. Mins Required	Aver. No Words PerMin	%Reading Comp'n	% of Vocab Lrned	%Aural Comp'n	Pronunciat'n	Dictation	Special Test	Remedial Work in Voc., Idioms, Pron., etc.	✓
Mary Gray Babers	6.25	260	0-100	2					~~32-60~~	✓
Jennie L. Cox	5.25	309	0-100	0					—	✓
Dale Drew	4.25	382	3-80	4					~~3-9-42-46-8-9~~	✓
Irene Edwards	5.00	324	0-100	3					11-1 ~~11-13-31~~	✓
Helen Gibbs	5.00	324	1-93	2					~~7-54~~	✓
Louise Horne	3.00	541	3-80	0					—	✓
Marvin Kokomoor	6.00	270	0-100	1					~~12~~	✓
David McVoy	4.50	360	1-93	4					~~3-6-31-35~~	✓
Lydia A. Mead	6.25	260	2-87	0					—	✓
Grace Miller	5.00	324	0-100	0					—	✓
Miriam Pardee	5.75	282	1-93	0					—	✓
Betty Jean Philpot	3.50	463	0-100	6					~~3-9-10-21-29-40~~	✓
Dorothy Rothe	6.00	270	1-93	0					—	✓
Adelaide Selle	3.00	541	0-100	0					—	✓
Margaret Sinclair	6.00	270	1-93	0					—	✓
Dixonia White	9.25	175	1-93	0					—	✓

Note: The number of words read per minute as shown on this sheet is misleading. The students had just reached a stage where they were very competitive and, in spite of the writer's warnings, each student vied with his neighbor to finish first. Although comprehension may not be sacrificed, such a practice should be discouraged. Later evaluation sheets showed a considerable slowing down in reading rate, as the material became richer and more complex. The average rate of this class after one year was approximately 175-200 words per minute, on prepared, graded material.

ADDENDA

For the benefit of those teachers using the Heath-Chicago French Series who wish to determine the reading rates of their students, the following table of running words is provided for Si Nous Lisions and Pierrille:

SI NOUS LISIONS

Chapter	1:	471	words
"	2:	1212	"
"	3:	1155	"
"	4:	1547	"
"	5:	1937	"
"	6:	1622	"
"	7:	1252	"
"	8:	2422	"
"	9:	1203	"
"	10:	2298	"
"	11:	2387	"
"	12:	2740	"
"	13:	2621	"
"	14:	2640	"
"	15:	3173	"

PIERRILLE

Chapter	1:	3011	words
"	2:	3585	"
"	3:	3241	"
"	4:	2640	"
"	5:	2685	"
"	6:	2625	"
"	7:	3021	"
"	8:	3221	"
"	9:	2727	"
"	10:	2850	"
"	11:	3243	"

By dividing the number of running words in any of the chapters listed above by the number of minutes and fractions thereof required to read the chapter, the average number of words read per minute, i.e., the student's average reading rate for that chapter, can be accurately determined.

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